

DOCUMENT RESUME

ED 223 550

SP 021 290

AUTHOR Wolfe, Michael P.
 TITLE Central Junior High School. Implementing Basic Skills: A Building Plan.
 PUB DATE May 82
 NOTE 20p.; A few pages in the appendices may not reproduce well.
 PUB TYPE Reports - Descriptive (141)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Attendance; *Basic Skills; *Change Strategies; Curriculum Development; Educational Change; *Educational Environment; Inservice Teacher Education; Junior High Schools; *Program Implementation; Program Proposals; *School Activities; School Community Relationship; *School Effectiveness; *School Personnel; School Schedules; Self Esteem; Staff Development; Student Participation

ABSTRACT

The characteristics of a proposed basic skills instructional program that would involve all staff in a junior high school are described in this report. Basic skills are defined as ideas needed throughout life. Planned for the 1982-83 school year, the program is aimed at creating an environment for effective school change. Activities in seven project areas are listed: (1) school climate; (2) school attendance; (3) rescheduling classes; (4) public relations program; (5) curriculum development and basic skills identification; (6) student self-esteem; and (7) teacher incentives. Appended are a time line that traces each suggested activity throughout the school year and lists of basic skill competencies in communication, reading, math/science, and coping. Teachers' considerations for implementing basic skills instruction are noted, and profiles of the school's staff and pupils are included. (FG)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED223550

Central Junior High School
Implementing Basic Skills: A Building Plan

A Report
prepared by

Dr. Michael P. Wolfe
Central Michigan University
May 24, 1982

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Michael P. Wolfe

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

SP 021 290

Preface

The primary responsibility of the educational program at Central Junior High School is to actively promote student academic and basic skill learning and personal achievement. The real basic skills extend far beyond the traditional 3 R's and include the entire curriculum. The real basics derive from the fields of human knowledge and connect the major concepts of those fields to the problems of daily living. The real basics lead to education for the common good.

Basic skills of literacy and numerical computation are minimum, not maximum standards for Central Junior High School. In order to function in a democratic society on more than a survival level, we need men and women who are broadly educated to deal with the responsibilities and opportunities our society offers.

What people should learn in order to be considered "educated" comes from many fields of knowledge. "The basics" are ideas needed throughout life. They can be addressed, in some form, in first grade, in the university, and in continuing education.

Thus, it is proposed that the entire Central Junior High School staff¹ identify, implement, and evaluate basic skill instruction in the building. The focus of the program will be on the development of student abilities, rather than their disabilities. The first phase of the program will identify those basic skills that are important enough for all the staff to teach. These skills permeate the curriculum² and shall be the focus of the instructional program. The following program will institute a variety of activities that will foster the implementation of basic skill instruction at Central Junior High School.

¹ Staff is defined as all adults relating to students in the academic and non-academic school environment.

² Curriculum is defined as all experiences students have under the auspices of the school.

Prior to describing the proposed/sequence of programs leading to the project goals it seems appropriate to cite the current research of Ronald Edmonds³ which describes the five significant characteristics of an effective school:

- (1) Strong administrative leadership by the school principal, especially in regard to instructional matters.
- (2) A school climate conducive to learning; that is, a safe and orderly school relatively free of discipline and vandalism problems
- (3) Schoolwide emphasis on basic skills instruction. (which entails acceptance among the professional staff that instruction in the basic skills is the primary goal of the school).
- (4) Teacher expectations that all students, regardless of family background, can read appropriate levels of achievement.
- (5) A system for monitoring and assessing pupil performance which is tied to instructional objectives.

The implication of these factors is that a school is likely to be effective if the principal and staff agree on what they're doing, believe they can do it, provide an environment conducive to accomplishing the task, and adjust their performance on the basis of assessments of their effectiveness.

This research by Ronald Edmonds will guide the development, implementation, and evaluation of this project.

This project proposes to incorporate several programs at the beginning of the 1982-83 school year. These program foci are described briefly and a time-line for implementation is included in appendix A.

I. SCHOOL CLIMATE

- (A) Develop a two-day staff workshop prior to the school year 1982-83 in which a group process approach is used to enhance the positive climate of Central Junior High School. The outcomes of the workshop include improved staff morale, identification and implementation of school climate factors and projects for 1982-83, and an orientation to the Basic Skills Project.

³ Cohen, Michael, "Effective Schools: What The Research Says", Today's Education, National Education Association, April-May, 1981, p. 59.

- (B) Build and furnish a common lounge for staff at Central Junior High School. The outcomes for this task will be improved staff morale and an opportunity for staff to actively support one another on a daily basis.

II. PROMOTE SCHOOL ATTENDANCE

- (A) Appoint a Community-School liaison person. This individual will create, implement, and evaluate the outreach programs in the Central Junior High School attendance area.
- (B) Create an in-school suspension room enabling students to remain in school while solving problems with behavior.
- (C) Provide student incentives for school attendance, ie. -free passes to games.
- (D) Institute monthly "Fun Friday" concept - provide a potpourri of workshops for students on a Friday afternoon.
- (E) Staff will conduct positive phone contacts with parents regarding attendance.
- (F) Create a committee of former Central Junior High School graduates who are current teachers at the school and community parents/leaders to identify ways to increase school attendance.
- (G) Study current attendance policies and procedures identifying areas that might be altered in order to improve school attendance.

III. CLASS SCHEDULING

- (A) Promote the mixing of students in different group arrangements through the scheduling process.
- (B) Promote pilot projects involving interdisciplinary team teaching ideas.

IV. ACCENTUATE POSITIVE PUBLIC RELATIONS PROGRAM

- (A) Increase the size of the Community Council and promote attendance.
- (B) Institute a Homeroom Parent's Program.
- (C) Experiment with conducting parent-teacher conferences at alternate times to enhance involvement.
- (D) Develop an Open House Program during the Fall emphasizing academic and extracurricular activities.
- (E) Send C.J.H.S. "Happy Grams" to parents identifying positive student behavior and achievement.
- (F) Study the current reporting of student progress system to parents and recommend changes to enhance more parent involvement.
- (G) Designate a teacher and an administrator to promote a positive media blitz concerning Central Junior High School. This program will promote all phases of the curriculum.

V. CURRICULUM DEVELOPMENT

- (A) By September 8, 1982, the staff will establish a set of basic skill statements which will be infused into the curriculum: (See Appendix B)
- (B) Each teacher will identify where and how the basic skills are taught in each subject. This will be accomplished through a check-list process.
- (C) Purchase basic skills materials for teacher use at different reading levels by subject matter. Increase library materials for complimenting curricular programs.
- (D) Distribute a copy of the State Minimum Performance Objectives by subject area to each teacher.
- (E) Correlate the state performance objectives with district/building subject objectives with basic skills statements. Create a Task Force to develop the format and process to be completed by June 11, 1983.
- (F) Explore Summer Focus Program

VI. ENHANCE STUDENT SELF-ESTEEM

- (A) Recognize through memos, assemblies, and announcements the student honor roll. Create student honor society.
- (B) Promote the whole school involvement in student government through elections, campaigning, and balloting.
- (C) Create the procedures for the development of a Citizenship Honor Roll with a student incentive package.
- (D) The staff will discuss the procedures for honor roll status and search for means to increase membership while maintaining quality of programs.
- (E) Institute hall monitors, student aides in subject areas, and office workers program.
- (F) Designate the 1982-83 school year, "The Year of the Cougar." Develop and re-emphasize the building of traditions at Central Junior High School such as:

Fine Arts Night	Yearbook
Talent Show	Weekly Newspaper
Honor's Assembly	School Pride Activities
Parent's Night	(Cougar Week)
Honor Society Field Trips	

- (G) Institute a policy whereby students be required to carry notebooks to class and/or establish student work folders in each subject located in classrooms.

VII. TEACHER INCENTIVES

- (A) Hold regular "Program" meetings that focus on practical implementation issues.

- (B) Provide continuous teacher training activities based on perceived needs.
- (C) Continue staff sharing of classroom techniques and programs begun in 1981-82.
- (D) Obtain classroom assistance from program staff and/or colleagues.
- (E) Promote interdisciplinary team teaching projects.
- (F) Reduce the number of classroom interruptions.

APPENDIX A

CENTRAL JUNIOR HIGH SCHOOL
Implementing Basic Skills: A Building Plan
Planning Schedule of Events, 1982 - 83

DESCRIPTION	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY
I. School Climate												
A. School Climate Workshop.	XXX	XXX										
B. Build a common lounge	XXX											
II. Promote School Attendance												
A. Appoint Community-School liaison.		XXX										
B. Create In-School suspension room		XXX										
C. Student Incentives for attendance		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
D. Fun-Friday		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
E. Phone contacts		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
F. Create committee of teachers and parents		XXX	XXX			XXX	XXX					
G. Study attendance policies		XXX										
III. Class Schedules												
A. Mix students in scheduling.	XXX					XXX						XXX
B. Interdisciplinary team teaching			XXX									
IV. Accentuate Positive P.R. Programs												
A. Increase size of community council.		XXX										
B. Home-room Parent's Program		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
C. Parent-Teachers Conferences			XXX	XXX				XXX	XXX			
D. Fall Open House Program			XXX	XXX								
E. "Happy Grams".		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
F. Study report card system			XXX									
G. Media Blitz - Name administrator and teacher.		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
V. Curriculum Development												
A. Adopt set of basic skills.	XXX											
B. Teachers identify where and how basic skills are taught.			XXX									
C. Purchase basic skills materials.	XXX	XXX	XXX									
D. Obtain copies of State Performance Objectives.	XXX											
E. Correlate lists of objectives with basic skills.		XXX							XXX	XXX	XXX	XXX
F. Explore summer "Focus" program.												
VI. Enhance Student Self-Esteem												
A. Recognize student honor roll and honor society.			XXX			XXX			XXX			
B. Student government activities							XXX					
C. Develop citizenship honor roll.			XXX			XXX			XXX			
D. Discuss procedures for honor roll status.		XXX										
E. Institute hall monitors and student aides		XXX				XXX						
F. "Year of Cougar" Activities.	XXX		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
G. Create student notebooks and folders		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
VII. Teacher Incentives												
A. Hold regular "Program" meetings	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
B. Continuous teacher training activities.	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
C. Staff sharing of techniques.		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
D. Classroom assistance		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	
E. Interdisciplinary team teaching			XXX			XXX						
F. Reduce classroom interruptions.	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX		

APPENDIX B

BASIC SKILLS / COMMUNICATION

Read and follow directions

Recognize and use parts of speech

Write four kinds of complete sentences

Use appropriate capitalization and punctuation

Write a paragraph and maintain an idea

Write and send a letter (personal and business)

Do a sample of creative writing

Write a character sketch

Do a sample plot analysis

Use library to do an idea paper

Write six book reports

Answer newspaper ads (forms, applications)

Formulate questions in subject area (verbal and written)

Demonstrate note-taking skills

BASIC SKILLS / READING

Read newspaper and other reading materials at appropriate levels for student

Develop a positive attitude for reading

Do oral and silent reading

Develop vocabulary

Find the meaning of words in context

Develop spelling skills

Do word analysis

Find main ideas

Read short paragraph and summarize content

Sequence words and ideas

Paraphrase information

Identify author's purpose

Interpret materials (graphs, charts)

Differentiate facts and opinions

Use maps, dictionaries, and basic resource materials

Increase time devoted to reading (C.U.R.E.)

M/ TH - SCIENCE SKILLS

Computation Skills:

- | | | |
|----------------|---|---------------|
| 1. Adding |  | WHOLE NUMBERS |
| 2. Subtracting | | FRACTIONS |
| 3. Multiplying | | DECIMALS |
| 4. Dividing | | |

Use of Handheld Calculators:

Knowing appropriate measures (metric and standard) (mass-capacity-linear)
(volume,length, area)

Verifying results (appropriateness - estimation)

Applying math-science to everyday situations, i.e., maps, time

Interpret and use percents

Reading, interpreting and constructing tables, charts, graphs

Awareness of computer literacy

Solving problems through a variety of methods (formulas)

Write experiments in formal form (show work)

Classify things or objects

Build a positive attitude toward math and science

COPING SKILLS

Identify school, personal, and community resources

Know school personnel roles and responsibilities

Money management

Relationship development (personal, family, peer)

Survival on one's own (checkbook, grocery list, telephone)

Recognizing and controlling emotions

Know rights and responsibilities (self and others)

Self care and courtesy (etiquette, grooming)

Enhance positive self-esteem (success, expectations)

Attend school and work responsibilities (work ethic)

Study skills (note taking, outlining, listening, test taking)

Managing time (keeping a log)

APPENDIX C

IMPLEMENTING BASIC SKILL INSTRUCTION

Selecting and Organizing Experiences That Help The Student Learn:

The teacher should consider the following:

- (1) How will the students actually be using the knowledge? What kinds of situations will they face in their environment? With this in mind, the teacher can find ways in which the students can utilize their learning. Include community in classroom to bring relevance to learning. Develop action projects to use new information. Focus on the application of subject matter to the student/person.
- (2) A teacher's knowledge of particular students is helpful in selecting and organizing learning experiences. How can we help these particular individuals to explore a subject and find knowledge and meaning from their own inquiry? Cooperative learning, small group instruction, independent study may be more appropriate to particular students.
- (3) Another consideration is how to make students aware of the variety of ways to learn a subject - objective and subjective approaches, theoretical approaches, observation, direct experience, modeling and simulation, and practical application. A student can read, observe, practice, write, listen, speak, in order to accomplish an objective.
- (4) Another consideration in determining appropriate learning experiences is the range of resources that teachers can draw on - the students past experiences as well as their own, community resources, colleagues, etc.

The Conditions of Learning:

On the basis of the above considerations, the teacher structures learning experiences. Then it is up to the teacher to fulfill the "conditions for learning."

- (1) The students are motivated - since students learn from what they themselves are trying to do, not from what someone else is doing, they must be interested in the activity, and see a reason or value for learning it.
- (2) The students have a clear notion of what is expected from them, of what they are trying to learn.

IMPLEMENTING BASIC SKILL INSTRUCTION (con't.)

Page - 2

The Conditions of Learning (Continued)

- (3) The learning activity or task requires more from students than previous activity, taking them beyond what they have done before, but not so far that they give up. (You may use peer teaching and volunteer help from adults to compensate for varying learning levels).
- (4) If students succeed at a task, they get satisfaction that they have learned something through the teacher's positive feedback. Their success is celebrated.
- (5) If they do not succeed, they are helped to see what they have done incorrectly and given multiple opportunities to improve and learn.
- (6) The students have an opportunity to practice what they have learned. The practice should not be maintained at the same level of difficulty or the same mode; to keep them attentive and progressing, each new practice should challenge them more than the last one.
- (7) The students have the opportunity to carry over what they are learning to the outside; they are given ways to try it or apply it in a practical way.

Year Building Constructed	1922
Total Enrollment	627
Classroom Teachers	30*
Other Professional Instructional Staff	8
Total Professional Instructional Staff	38

CENTRAL JUNIOR HIGH SCHOOL PROFILE

Staff Characteristics

1. Pupil/Classroom Teacher Ratio Not Including Special Education	27.3
2. Pupil/Classroom Teacher Ratio Including Special Education	25.1
3. Pupil/Professional Instructional Staff Ratio	19.1
4. Percent of Teachers with 0 to 5 Years Teaching Experience	14.3%
5. Percent of Teachers with More Than 5 to 10 Years Teaching Experience	5.7%
6. Percent of Teachers with More Than 10 Years Teaching Experience	80.0%
7. Percent of Teachers with a Bachelor's Degree	42.9%
8. Percent of Teachers with a Master's Degree	28.6%
9. Percent of Teachers with a Master's Degree Plus 30 or More Credits	28.6%
10. Percent and Number of Black Teachers	37.1% (13)
11. Percent and Number of Hispanic Teachers	0
12. Percent and Number of American Indian Teachers	0
13. Percent and Number of Asian Teachers	0
14. Percent and Number of Total Minority Teachers	37.1% (13)
15. Percent and Number of White Teachers	62.9% (22)
16. Percent Male Teachers	48.6%
17. Percent Female Teachers	51.4%

*Junior high teachers are counted as five-sixths (.83) of a full-time teacher and all pupil/teacher ratios were calculated on this basis. This is due to the fact that teachers teach five periods a day while students are required to take six periods.

Pupil Characteristics

Miscellaneous

1. Rate of Pupil Mobility	24.1
2. Rate of Pupil In-Migration	8.0
3. Rate of Pupil Out-Migration	16.1
4. Percent and Number of Title I Pupils	15.8% (99)
5. Percent and Number of Article 3 Pupils	15.8% (99)
6. Percent and Number of State Bilingual Pupils	5.3% (33)
7. Percent and Number of Migrant Pupils	2.6% (16)
8. Percent and Number of Special Education Pupils	9.6% (60)
9. Percent of Pupils from Families Receiving AFDC Funds	63.9%
10. Percent and Number of Black Pupils	89.8% (563)
11. Percent and Number of Hispanic Pupils	7.8% (49)
12. Percent and Number of American Indian Pupils	.8% (5)
13. Percent and Number of Asian Pupils	0
14. Percent and Number of Total Minority Pupils	98.4% (617)
15. Percent and Number of White Pupils	1.6% (10)
16. Absence Rate During Current School Year	12.6
	<u>1978</u> <u>1979</u> <u>1980</u> <u>1981</u>
17. Drop-Out Rate	1.3% 1.4% .7% 3.1%

Test Results

18. Percent of Seventh Grade Pupils in each <u>MEAP Reading</u> Objective	<u>1980</u>	<u>1981</u>
Mastery Category:		
Category 1 - 0-24%	9.2%	8.4%
Category 2 - 25-49%	28.5%	25.7%
Category 3 - 50-74%	29.3%	30.2%
Category 4 - 75-100%	33.2%	35.8%
19. Percent of Seventh Grade Pupils in each <u>MEAP Mathematics</u> Objective		
Mastery Category:		
Category 1 - 0-24%	9.8%	6.2%
Category 2 - 25-49%	24.5%	26.0%
Category 3 - 50-74%	49.5%	48.6%
Category 4 - 75-100%	16.3%	19.2%
20. Percentile Rank of Eighth Grade Pupils <u>CAT</u> :		
Reading	24	20
Mathematics	28	31
Total Battery	24	23

School Services and Programs

1. Title I
2. Article 3
3. State Bilingual
4. Migrant
5. Compensatory Education Teachers (2)
6. Special Education Teachers (4) Plus One Self-Contained Class
7. Basic Skills Improvement Grant
8. Great Books Program
9. Community Council Advisory Committee
10. Travel Club
11. Student Council
12. Chess Club
13. Pep Club
14. Spelling Contest
15. Essay Contest
16. Industrial Arts Fair
17. Black History Art Contest
18. Inter-School Athletic Program
19. Pom Pom
20. Cheerleaders
21. Pep Club
22. Intra-Murals
23. Overnight Leadership Retreat
24. Invitational Academic Field Day